

Mr. Mugs Book

Starting Points in
Language Arts



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Level 4

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Eleanor Tourtel

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mprehension Skills
ecoding Skills
Phonemic Analysis
Structural Analysis
Word Meaning or Spelling
guage Development Skills

kills Index, Inside Back Cover)

The *Mr. Mugs Book* includes activities based on the comprehension skills, the decoding skills, and the language development skills taught in Level Four.

It is recommended that the comprehension, decoding, and language development activity pages be used with the corresponding lesson plans in the Teacher's Guide for Level Four. They can be done independently by the children after the teacher has made sure that the directions are understood. Each activity, when completed, should be checked by the teacher and the children working together.

Illustrations by: Mark Smith, pages 21, 39, 53, 56, 62, 74, 77, 78, 88, 97, 100, 98, 108; Dale Kasarda, pages 1, 6, 13, 18, 23, 34, 37, 46, 105; Sinae Lee, pages 3, 7, 12, 29, 38, 43, 48, 59, 66, 69, 81, 84, 92, 106, 110.

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My name is _____

Curt and Jan played in the water. Jan laughed and splashed Curt. They played with a big ball. "Let's swim to the boat," said Curt.



Curt and Jan have a boat.

Curt and Jan like to play in the water.

Curt and Jan went to the harbor one day. They saw many boats there. There were big boats and small boats. Men were working taking things off the big boats.



Curt and Jan saw many boats and people working at the harbor.

There were big boats at the harbor.

Jan and Mommy were in a boat. The boat was going very fast. Jan and Mommy laughed when the water splashed up on them. "This is fun!" said Jan.



Jan and Mommy like to ride in fast boats.

Jan and Mommy like to fish in a boat.

Comprehension: Main Idea. — Read each story and the two sentences after the story. Underline the sentence that tells what the story is about.

My name is _____

Curt went down to the water to swim.
He walked into the water. Then he ran
out fast. Curt went home again.

Why didn't Curt go for a swim?

The water was too cold.
He was too small to swim.

Jan wanted to catch some fish. So she
went out in the boat. She got one fish
and then another. Soon she had five fish.
Jan was happy.

Why was Jan happy?

She had many fish.
She went out in a boat.

Curt and Mr. Mugs were in the boat.
Mr. Mugs walked around in the boat. The
boat went this way and that. Water
splashed into the boat. Curt said, "Sit still,
Mr. Mugs."

Why did Curt tell Mr. Mugs to sit still?

The boat went too fast.
Mr. Mugs made water splash into the
boat.

Comprehension: Cause and Effect. — Read each story and the question after it. Then underline the answer to the question.

My name is

M



1. Don't _____ on the ice!

sip

slip

2. That cat is too _____.

fat

flat

3. Don't _____ the puppy.

sap

slap

4. Did you _____ in a jet?

sly

fly

Phonemic Analysis of Consonant Clusters *fl*, *sl*/Word Recognition. — Look at the picture. Put a red X on things whose name begins with the sound of *fl* as in *fly*. Put a green X on things whose name begins with the sound of *sl* as in *slap*. Then read each sentence and choose the word that belongs in it. Print the word on the line.

My name is _____

still	jet	bill	call
well	told	beautiful	bath
help	bell	sell	lake

1. Let's _____ on Curt today.

2. Can you ring that _____?

3. Is Mr. Mugs feeling _____?

4. That bird has a yellow _____.

5. Did you _____ your home?

Phonemic Analysis of Final // Word Recognition. — Say the words at the top of the page to yourself. If the word ends with the sound at the end of *fell*, underline the word. Then print one of the words you underlined in each sentence.

My name is

Jan and Curt are

The fly

Mr. Mugs nearly

Everybody had

Did Mommy and Daddy

buzzed around.

an adventure.

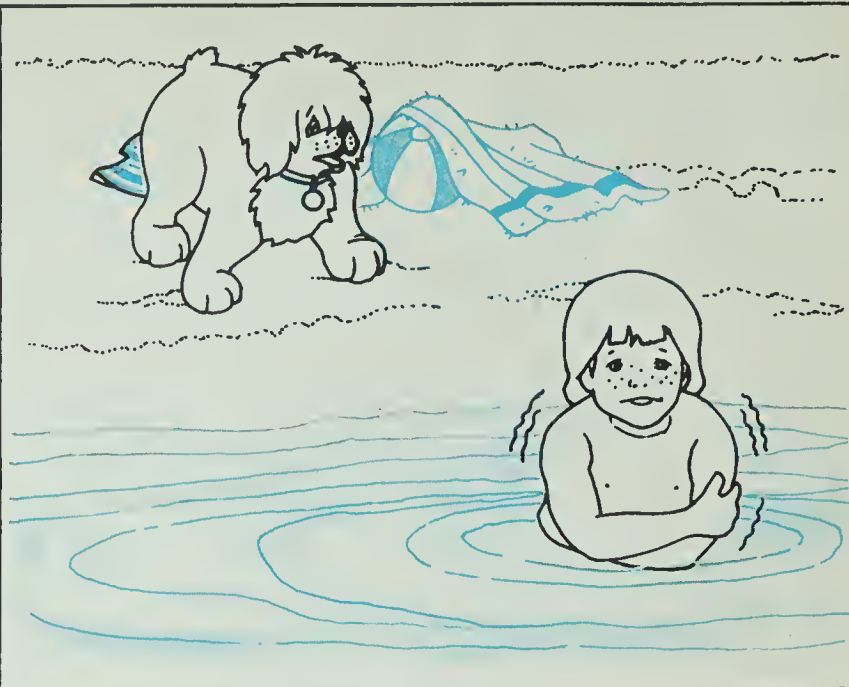
get a giant fish?

fell out of the boat.

going fishing.

Language Development. — Read each sentence beginning and the sentence endings at the bottom of the page. Finish each sentence by printing the correct ending on the lines. Remember to print the punctuation mark after each sentence.

My name is _____



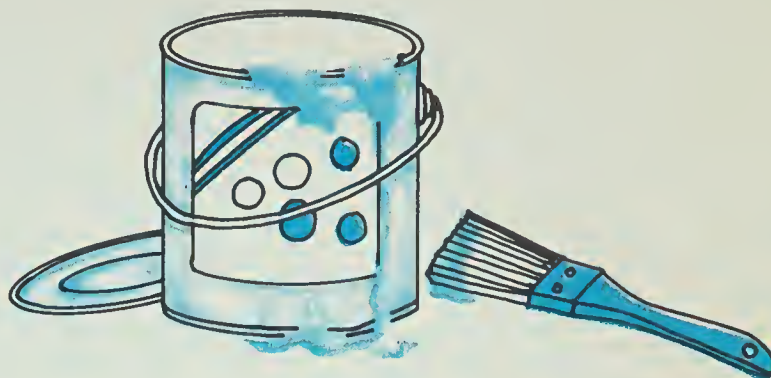
- ☐ 2 The water was very cold but he stayed in.
- ☐ 4 The doctor said Curt had to stay in bed for one or two days.
- ☐ 1 One day Curt wanted to go swimming.
- ☐ 3 When Curt got home, he was sick.

Comprehension: Sequence. — Look at the story told in the pictures. Then number the sentences 1, 2, 3, and 4 so that they tell the story too.

My name is



jay



paint

wait

had

away

faint

day

way

say

bath

sail

today

magic

play

ran

rain

splash

pail

d s p

_____.ay

_____.ay

_____.ay

h m b

_____.ay

_____.ay

_____.ay

r ch v

_____.ain

_____.ain

_____.ain

m t n

_____.ail

_____.ail

_____.ail

Phonemic Analysis of *ai*, *ay*. — Underline the words that have the same vowel sound as *jay* and *paint*. Then use the letters in each column to make words.

My name is _____

<i>ed</i>		<i>ing</i>	
_____	_____	_____	_____
fish _____	look _____	try _____	go _____
_____	_____	_____	_____
_____	_____	_____	_____
pack _____	buzz _____	call _____	fly _____
_____	_____	_____	_____

1. He _____ me to come. ask
2. Jan is _____ Mommy now. help
3. Who _____ all the flowers? pick
4. We were _____ for you. wait
5. What are you _____? play

Structural Analysis: Verb Forms with *ed*, *ing*. — Add the endings shown to the words at the top of the page. Then add *ed* or *ing* to the word after each sentence. Make sure the word fits the sentence and print it on the line.

My name is

We are moving to

The moving van

Put the bed

Do you like

There are two big

beside the little window.
trees in the back yard.
another house.
is here now.
the red house?

Language Development. — Read each sentence beginning and the sentence endings at the bottom of the page. Finish each sentence by printing the correct ending on the lines. Remember to print the punctuation mark after each sentence.

My name is _____

1. Miss Hill Maria Claire had just come to Canada.

2. At Sharing Time the children Miss Hill
a frog would show things they made and
tell little stories.

3. Miss Hill Tom Maria wanted to do
something for Sharing Time.

4. Maria asked Miss Hill her mother and
father Tony what she could do for Sharing
Time.

5. Maria took her toys books puppets to
school.

6. Maria and Tony told the story of The
Three Bears Jack and the Beanstalk Little
Red Riding Hood with the puppets.

Comprehension: Recalling Details. — Circle the words that belong in each sentence.

My name is

Maria wanted to make friends at school.
She brought a ball to school. She saw
some children who had no toys with them.

What do you think Maria did?

She took her ball home again.

She asked the children to play ball with
her.

Tony wanted to paint a picture for
Sharing Time. Miss Hill told the children a
story about a funny monkey. Tony liked
the story about the monkey.

What do you think Tony painted?

He painted a picture of the funny monkey.

He painted a bear with big ears.

Claire wanted to sing a song for Sharing
Time. Her friend Mark could sing this song
too. Mark was a good singer.

What do you think Claire did?

She sang another song for Sharing Time.

She asked Mark to sing the song with
her.

Comprehension: Making Inferences. — Read each story. Then underline the sentence that tells what you think happens next.

My name is _____



dim _____

slid _____



pin _____

pig _____



lid _____

rid _____



1. There's a _____ tree in our yard.

2. Let's go for a _____ in the car.

3. I'll give you a _____ for that ball.

4. Please let me _____ down next.

Phonemic Analysis of Glided and Unglided *i*/Word Recognition. — Read the words at the top of the page. Add *e* to a word if it will make a new word. Draw a line each word from to the picture that goes with it. Then choose a word to complete each sentence. Print the word on the line.

My name is

. ?

1. Maria is in Miss Hill's class

2. Do you like to play with puppets

3. Sometimes Jay reads a story

4. Why didn't Maria have friends at first

5. What can Mr. Mugs do



Language Development. — Read each sentence. Put a period or a question mark at the end. Print your own sentence on the line at the bottom of the page. Put the right punctuation mark at the end.

My name is _____

The little old man has a gun. The gun is very big. He takes the big gun when he goes out to shoot animals. "This is a good gun!" said the little old man.

- 1. A Big Man
- 2. The Gun
- 3. Hunting

The little squirrel lives in a tree. She has brown fur. She plays with her friends all day. They run and jump in the trees.

- 1. The Squirrel
- 2. A Red Squirrel
- 3. Climbing Trees

A brown bird lives by a blue lake. She has five babies. The bird and her babies live in a big green tree. The mother bird takes her babies things to eat.

- 1. The Blue Lake
- 2. What Baby Birds Eat
- 3. The Bird and Her Babies

Comprehension: Main Idea. — Read each story. Then underline the best title for the story.

My name is _____

ed ing

1. Jan _____ her cake with Curt. share

2. The duck _____ into the lake. jump

3. Are you _____ Maria a present? give

4. A fly _____ past his ear. buzz

5. I was _____ in Grandpa's car. ride

6. He _____ his supper. need

7. The old man _____ on Blueberry Hill. live

Structural Analysis: Verb Forms with *ed*, *ing*. — Add *ed* or *ing* to the word after each sentence. Make sure the word fits the sentence and print it on the line. Remember to drop the *e* before adding *ed* or *ing*.

My name is

1. Pat put on her hat and

coat

goat

2. I I had a puppy.

fish

wish

3. Tom gets a from grass.

mash

rash

4. Maria wants a of milk.

glass

pass

5. I like flowers best.

pink

rink

6. That is a story.

good

wood

7. Trees have big

boots

roots

Structural Analysis: Graphemic Bases/Word Recognition. — Choose the best word for each sentence. Print it on the line.

My name is

1. bird Curt a saw.

2. man rabbit The met a.

3. was lake duck in A the.

4. did elephant the go Where?

Language Development. — Print the words in each sentence in the correct order on the lines. Make sure each sentence begins with a capital letter. End the sentence with the punctuation given.

My name is _____

Where was the giant balloon?

It was in Lakeside Park.

It was at the shopping center.

What did the balloon man call out?

"Come for a ride!"

"No children in this balloon!"

Who went for a ride first in the balloon?

Mr. Mugs went up first.

Curt and Pat went up first.

Where did Mr. Mugs go in the balloon?

Mr. Mugs went to the moon in the balloon.

Mr. Mugs was high above the shopping center.

How did Mr. Mugs get back down?

Curt went in a helicopter to get Mr. Mugs.

A helicopter pulled the basket down to the ground.



Comprehension: Recalling Details. — Underline the right answer to each question.

My name is _____

____ Many children came to look at the giant balloon.

Mr. Mugs and Curt came to look at the balloon. Children walked from Lakeside Park to see the big balloon. Curt saw many of his friends from school at the shopping center looking at the balloon.

____ Everyone wanted to help Mr. Mugs.

“What can we do?” they asked.
The balloon man ran around thinking about how to get Mr. Mugs down.
A girl thought that the police might help Mr. Mugs get down.

____ The helicopter came to get Mr. Mugs.

A man climbed down the ladder.
Mr. Mugs was a sheep dog.
The balloon man wanted the children to ride in his balloon.

Comprehension: Main Idea. — Read each group of sentences. Then put an X beside the first sentence if it tells about the other sentences.

My name is _____

bl

cl

fl

gl

pl

sl

br

gr

1. Please don't _____am the door.

2. I saw a little _____own bird in the woods.

3. Mr. Mugs _____imbed into the basket.

4. The balloon went _____ying out over the lake.

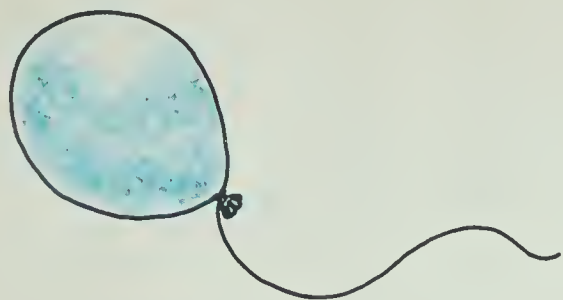
5. It floated down to the _____ound.

6. The balloons were red, _____ue, and _____een.

7. May I have a _____ass of water, _____ease?

Phonemic Analysis of Consonant Clusters with / and r / Word Recognition. — Add a cluster from the top of the page to each group of letters. You will make a word that belongs in each sentence.

My name is



balloon

school

shoot

book



woods

zoo

hood

pool

look

soon

1. That's the best story in the

2. It will

be time to go home.

3. We saw giraffes at the

Phonemic Analysis of *oo* /Word Recognition. — Print the words that have *oo* as in *balloon* under the balloon. Print the words that have *oo* as in *woods* under the woods. Then choose the best word to complete each sentence. Print it on the line.

My name is

for a ride

shopping center

balloon man

the helicopter

Language Development. — Make each unfinished sentence into a finished sentence. Print each sentence on the lines. Remember to begin each sentence with a capital letter and end it with a period. Look in your reader for the words you need.

My name is _____

There were no toys for the children in the little town. They were very sad. One day a girl found a book named "How to Make Toys."

What do you think the children did?

They cried because they had no toys.
They read the book and made toys.

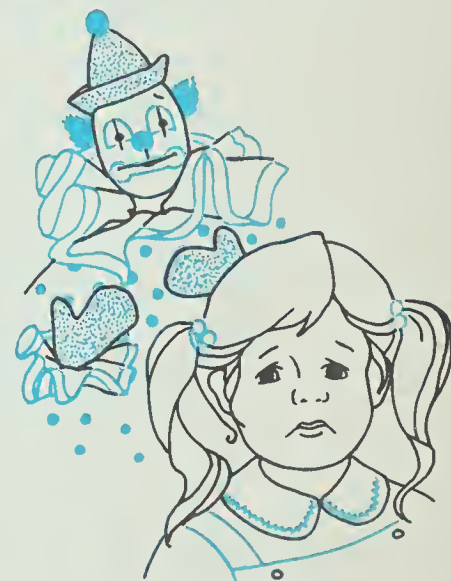


The toy clown loved to make children laugh. He could sing, walk on his hands, and do magic things. He saw a sad little girl.

What do you think the toy clown did?

He did funny things to make the little girl laugh.

He laughed at her.



Jan liked to ride in trains. One day Daddy wanted to go somewhere. "Do you want to go for a train ride, Jan?" asked Daddy.

What do you think Jan said?

"I want to ride in a boat."

"Yes, I'll go for a train ride."



Comprehension: Making Inferences. — Read each story. Then underline the sentence that answers the question.

My name is _____

1. Do you like green _____?	beans Ben's
2. Does your dress have _____?	plates pleats
3. Ice cream and cake is a _____!	tree treat
4. The _____ went around.	wheel when
5. Do you _____ well today?	feel fell
6. _____ toys are for you.	Then These
7. Have you _____ the toy train?	seen sea

Phonemic Analysis of Glided and Unglided *e*, of *ee*, *ea* /Word Recognition. — Choose the best word to complete each sentence. Print the word on the line.

My name is _____

I am _____ we are _____

he is _____ is not _____

you're _____ it's _____

she'll _____ don't _____

1. _____ _____	try to do it.	I'll Can't
2. _____ _____	going right to the top.	Wasn't You're
3. _____ _____	that clown doing now?	That's What's

Structural Analysis: Contractions/Word Recognition. — At the top of the page, print the short forms of the words. Next, print the long form of the words. At the bottom, choose the best word for the sentence. Print it on the line.

My name is

1. sad They were.

2. the Where new are toys?

3. comes engine Here little the.

4. happy dance the Did clown?

Language Development. — Print the words in each sentence in correct order on the lines. Make sure each sentence begins with a capital letter. End the sentence with the punctuation given.

My name is

The Little Engine That Could

- ☐ The toy clown asked a big diesel and a fast freight train for help.
 - ☐ The children in the little town had no toys to play with.
 - ☐ The Little Engine pulled the toys over the big hill to the children.
 - ☐ The wheels fell off the old, old engine bringing toys to the children.
-

Janey's Boss

- ☐ Boss learned to say "Stop that!"
 - ☐ Boss flew away with some other crows.
 - ☐ When Boss said "Stop that!" again and again, Mrs. Fisher saved the little boy.
 - ☐ Boss, the big crow, flew out of the sky to stay with Janey.
-

Comprehension: Sequence. — Read the sentences. Then number them 1, 2, 3, and 4 as they happened in the story.

My name is _____

Animals People Places Toys

lake
castle
park
shopping center
hospital
zoo

tiger
sheep dog
mouse
raccoon
bear
elephant

skipping rope
puppet
top
balloon
ball
teddy bear

Miss Hill
prince
Janey
Curt
father
children

Comprehension: Classifying. — Write the correct title above each list.

My name is _____

stop

joke

coat

rope

lost

goat



Boss



home



boat

1. Boss had to _____ being a pest.

2. Janey put on her blue _____.

3. Boss played a _____ on the mailman.

4. Tie the goat up with that _____.

Phonemic Analysis of Glided and Unglided *o* and *oa*/Word Recognition. — Read each word at the top of the page. Print it under the word that has the same vowel or vowels standing for the same sound. Then print one of the words in each sentence.

My name is

pr

gr

br

tr

cr

fr

1. What is the _____ice of the grapes?

2. Janey's pet was a _____ow named Boss.

3. Do you think that story is _____ue?

4. Janey's _____other called Boss a pest.

5. The crow flew down to the _____ound.

6. Could Boss win a _____ize at the pet show?

7. The crow _____ightened the cat.

Phonemic Analysis of Consonant Clusters with *r*/Word Recognition. — Read the consonant clusters at the top of the page. Complete each sentence by printing the correct cluster on the line.

My name is _____

1. Boss _____ some crows.	saw seen
2. They have _____ the train.	saw seen
3. Jan had _____ six birds.	seen saw
4. Mr. Mugs _____ a fox.	seen saw
5. Janey _____ a clown.	seen saw
6. Janey and Dick _____ Boss's pals.	saw seen
7. Who has _____ the big black birds?	saw seen

Language Development. — Choose the correct word to complete each sentence. Print the word on the line.

My name is

1. The farmer puts the cream into
a butter churn.

2. The cream tank ages and
sours the cream.

3. The farmer's wife pushes the
plunger in the churn up and
down.

4. The butter printing machine
shapes and wraps the butter.

5. The farmer's wife washes the
lumps of butter in a wooden
bowl.

6. The farmer's wife makes the
butter into cakes.

7. The butter is put into boxes and
shipped to the grocery store.

Comprehension: Classifying. — Read each sentence. If it tells about butter making long ago, print *long ago* on the line. If it tells about butter making today, print *today* on the line.

My name is

1. That farmer has five cow

2. I made cakes with cake mix

3. The fairy gave him three wish

4. That shop sells good watch

1. Janey is me a present. give

2. Tom home every day. rush

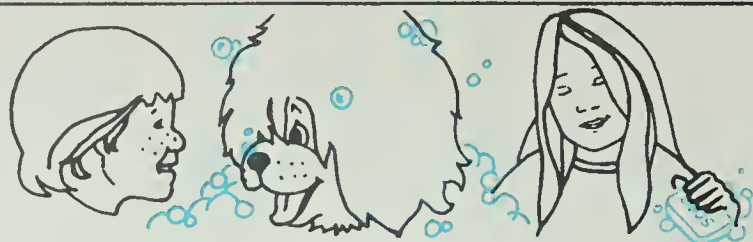
3. The prince with the princess. dance

4. I think Pat she had come. wish

Structural Analysis: Plural Forms with *s, es*/Verb Forms with *s, es, ed, ing*. — Read the sentences at the top of the page. Add *s* or *es* to the word at the end of each sentence and print it on the line. Then add *s, es, ed, or ing* to the word after the sentences at the bottom of the page.

My name is

Curt washed Mr. Mugs.
Jan washed Mr. Mugs.



The farmer worked hard.
His wife worked hard.



Mr. Mugs played in the woods.
Mrs. Frog played in the woods.



Language Development. — Join the two sentences in each pair, using the word *and*. Print the new sentence on the lines. Some words will be left out each time.

My name is

1. Mommy, Daddy, Jan, Curt, and Mr. Mugs
went for a boat ride. T F

2. Curt and Mr. Mugs fell out of the
boat into the water. T F

3. Tony helped Maria do something for
Sharing Time. T F

4. The little old man met a giraffe in the
woods. T F

5. The little engine pulled the toys to the
children. T F

6. Boss, the crow, was sometimes a
pest. T F

Comprehension: Discriminating. — Read the sentences. Then circle T if the sentence is true or F if the sentence is false.

My name is _____

engine	learn	morning	thought
balloon	farmer	father	

1. It is the first part of the day. _____

2. This pulls the train's cars. _____

3. Mr. Mugs went up in this. _____

4. We do this at school. _____

5. This means *daddy*. _____

6. He grows things to eat. _____

7. This word means "did think." _____

Word Meaning/Word Recognition. — Read the words at the top of the page. Then choose the best word to go with each sentence. Print the word on the line.

My name is _____



The farmer ●

Janey ●

The engine rushed ●

Curt was first to ●

When the man got home, ●

Suddenly, ●

● he ate supper.

● see the helicopter.

● milked the cows.

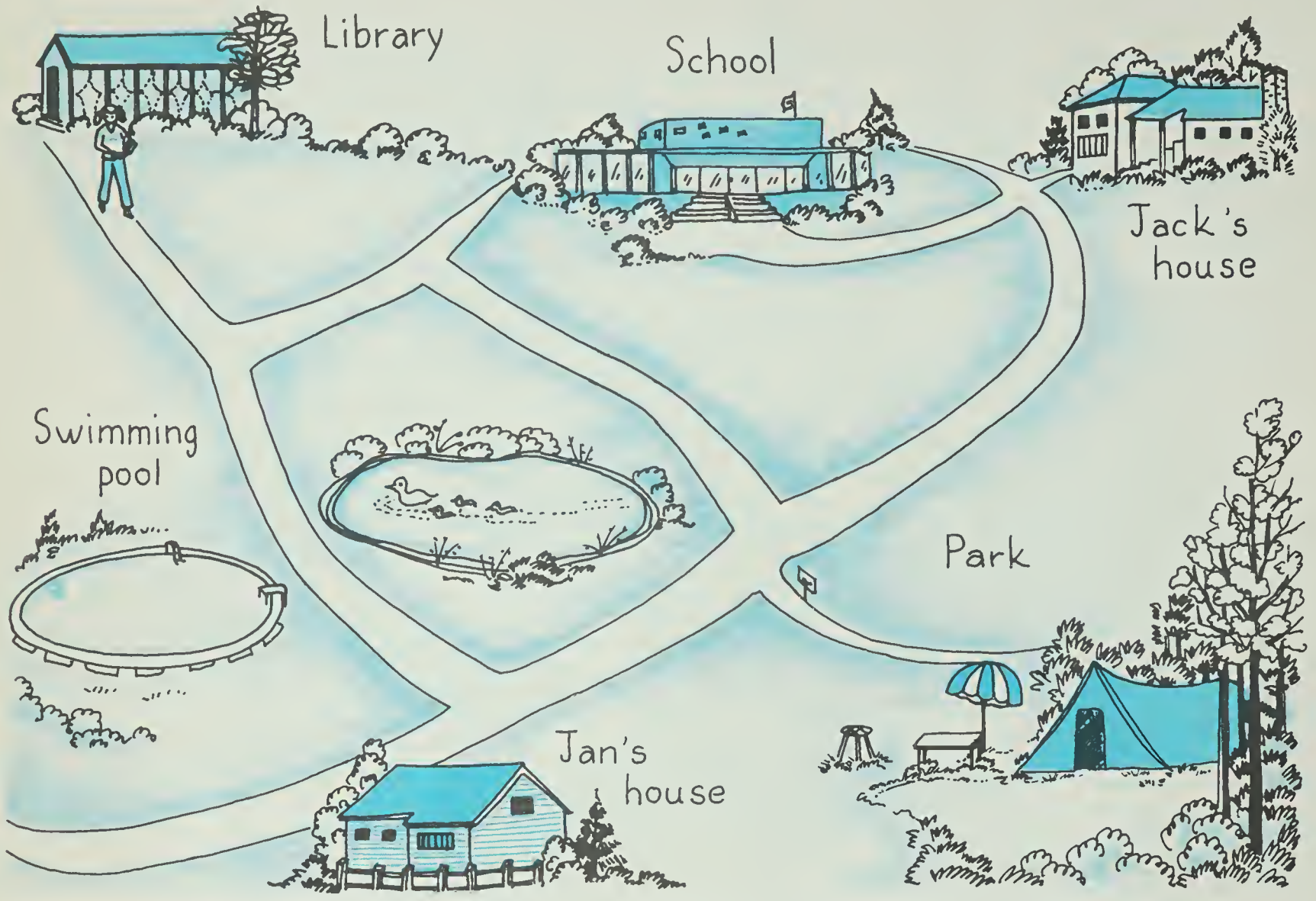
● Mr. Mugs fell into the cold water.

● misses her pet.

● down the hill.

Language Development. — Join the sentence parts. Draw a line from a dot on the left to another dot on the right. On a separate piece of paper, print the sentences you formed.

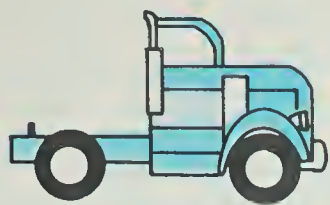
My name is _____



1. Put a blue X on Jan's house.
2. Draw a blue line from Jan's house to Jack's house.
3. Draw a red line to show how Jan goes to school.
4. Draw a green line to show how Jack goes to the library.
5. Put a dot on two places where you can play.

Comprehension: Following Directions. — Do what each sentence says.

My name is _____



truck



drops



fruit



stop

ain

ive

esh

ick

ee

ink

iend

ory

y

y

y

y

1. I'll _____ the dishes for Mommy.

2. Please read me a _____.

3. Did someone _____ you to school?

4. Is that fruit _____?

Phonemic Analysis of Consonant Clusters/Word Recognition. — Add *tr* to the word parts under the truck, *dr* to those under the drops, *fr* to those under the fruit, and *st* to those under the stop sign. Then use some of the words you have made in the sentences.

My name is

We live in

The city is

On Saturday,

Let's go to

I like

Language Development. — Finish each sentence on the lines. Remember to end each one with a period. Look in your reader for the words you need.

My name is

1. Alexander saw the school bus go by.
He thought, "School's the place to be."

Alexander would like to be at home
school the lake.

2. Alexander saw children sitting looking
out of windows. Alexander saw a driver
too.

Alexander was at school in a sandwich
on a bus.

3. Alexander played with the children at school.
Alexander ran around and laughed.

Alexander was happy sad good.

4. When a girl saw Alexander, she began to shout.
"Help! A mouse!" She cried.

The girl was little funny frightened.

Comprehension: Making Inferences. — Read each story. Then circle the best word to complete the sentence.

My name is

1. Can a farmer make butter?

2. Can a dog ride in a school bus?

3. Can a toy clown and an elephant be friends?

4. Can a helicopter go to the moon?

5. Can a crow take a little toy?

6. Can a dog drive a fast boat?

7. Can a puppet play with a child?

8. Can a park be in a city?

Comprehension: Discriminating. — Read each question. Then print "Yes" or "No" to answer the question.

My name is _____

What does Alexander do?

1. He swings on a st_____.



2. He gets up in the d_____k.



3. He drives a c_____.



4. He jumps in a j_____.



5. He sings like a l_____k.



6. He frightens a f_____mer's boy.



7. He sees a red b_____n.



Phonemic Analysis of *ar*/Word Recognition. — Print *ar* on the line in each sentence to find out what Alexander does. Then find the picture that goes with each sentence and put the number of the sentence beside the picture.

My name is _____

ed	ing
grab	shop
drop	stop
stare	drive
move	race

1. Alexander _____ the swing.
2. She was _____ the bus.
3. The mouse _____ to the floor.
4. We were _____ for toys.

Structural Analysis: Verb Forms *ed*, *ing* / Word Recognition. — Add *ed* to the words on the left. Add *ing* to the words on the right. Remember to double the consonant before adding *ed* or *ing* if the word ends with a consonant. If the word ends with *e*, remember to drop the *e* before adding *ed* or *ing*. Then use one of the words in each sentence.

My name is _____

1. The girl _____ a mouse.	saw seen
2. The driver _____ the truck.	seen saw
3. He has _____ many trucks.	seen saw
4. Alexander _____ some houses.	seen saw
5. The children _____ the mouse.	saw seen
6. Curt and Jim _____ ten yellow buses.	seen saw
7. They have _____ some trains too.	saw seen

Language Development. — Choose the correct word to complete each sentence. Print the word on the line.

My name is

1. What were the girls going to play?

dolls football tag

2. Who were the captains of the teams?

Tom and Curt Curt and Jan Jan and Pat

3. Who didn't want the boys to play?

Pat Jan Mr. Mugs

4. Who grabbed the ball from the children?

the boys Curt Mr. Mugs

5. Who told Mr. Mugs to go away?

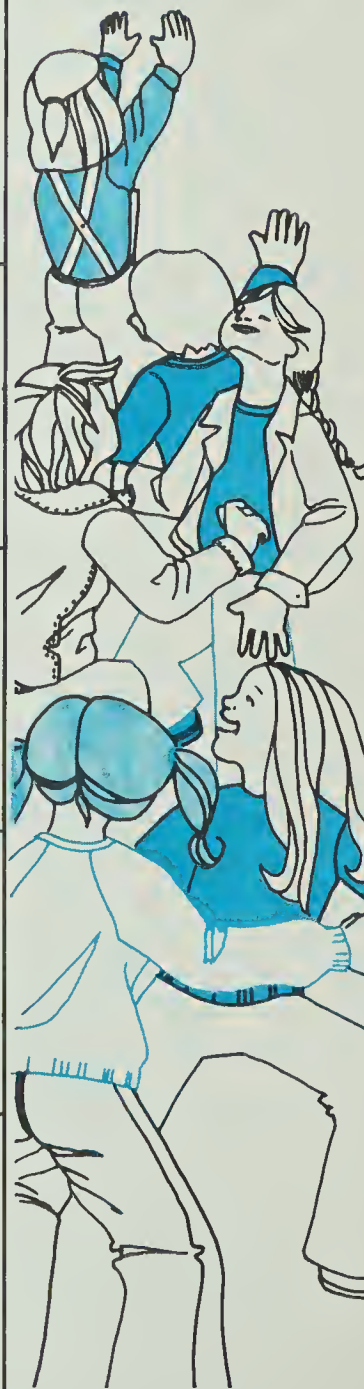
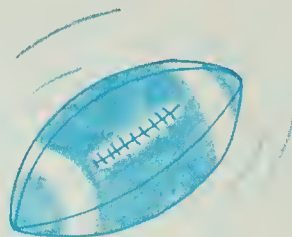
the children Daddy Sam

6. Where did Mr. Mugs go and sit?

on his head in the house under a tree

7. What did Mr. Mugs do when he was asleep?

dream cry think



Comprehension: Recalling Details. — Read the question. Then circle the word that correctly answers the question.

My name is _____

___ Mr. Mugs likes playing football.

Mr. Mugs thinks it's fun to run down the yard with the football. He likes to have the children chase him to get the football. Mr. Mugs likes to grab the football when Curt kicks it.

___ Jan is a good football player.

She kicks the ball far and high. She can run fast with the football. She always catches the football.

___ Fall is just right for playing football.

Mr. Mugs has a new dog house. It is red and white. Mr. Mugs likes to sleep in his dog house.

___ Pat is the captain of a football team.

She picks the players for her team. She tells the players what to do. She says, "Good work" to the players on her team when they play well.

Comprehension: Main Idea. — Read each group of sentences. Put an X beside the first sentence if it tells about the other sentences.

My name is



for

far

more

story

park

farm



1. This ball is _____ Mr. Mugs.

2. I liked the _____ about football.

3. We play ball in the _____.

4. It's _____ fun when Mr. Mugs plays.

Phonemic Analysis of Vowels Controlled by *r*/Word Recognition. — Read the words at the top of the page. If a word has *ar* as in *car*, print it on the left. If it has *or* as in *score*, print it on the right. Then use the words to complete the sentences.

My name is _____

they have _____ you have _____

I've _____ we've _____

1. _____ made three wishes.	I'm I've
2. _____ playing football.	They've They're
3. _____ worked hard all morning.	You've You're
4. _____ going to play tomorrow.	We've We're
5. _____ got a new football.	They've They're

Structural Analysis: Contractions / Word Recognition. — Print the short or the long forms of the words at the top of the page. Print the correct word in each sentence that follows.

My name is

1. Pat said, "Let's play football."

2. Jan said _____ I wish we had more players _____

3. Curt shouted _____ Look at Mr. Mugs go _____

4. Mr. Mugs thought _____ Football is a silly game _____

5. The girls called _____ Get the ball _____

6. Alexander thought _____ Why is that man angry _____

7. A girl shouted _____ I see a mouse _____

8. The boys yelled _____

Language Development. — Read the first sentence and look at the punctuation marks carefully. Then put in all the punctuation marks in the other sentences. Finish the last sentence and put in all the punctuation marks.

My name is _____

Who or what?	Did what?
--------------	-----------

All the birds ● ●had big, staring eyes.

Mr. Peacock ● ●lived in the great, beautiful forest.

Mrs. Owl ● ●had a beautiful tail.

Mrs. Owl ● ●asked Mrs. Owl to take his child's lunch too.

Mr. Peacock ● ●lined up in the playground for Mrs. Owl.

All the children ● ●was taking her child's lunch to school.

Comprehension: Recalling Details. — Complete each sentence. Draw a line to join the dot after the sentence beginning to the one before sentence ending.

My name is _____

Mrs. Owl took out a big, red apple. Then she made an egg sandwich. She put the sandwich and apple into a lunch bag. "Eat all of it," she said to her child.

- 1. Little Owl Goes to School
- 2. A Big Sandwich
- 3. Mrs. Owl Makes Lunch

Mr. Peacock had a fantastic tail and bright feathers. He was a magnificent sight. All the birds said he was the most beautiful bird in the forest.

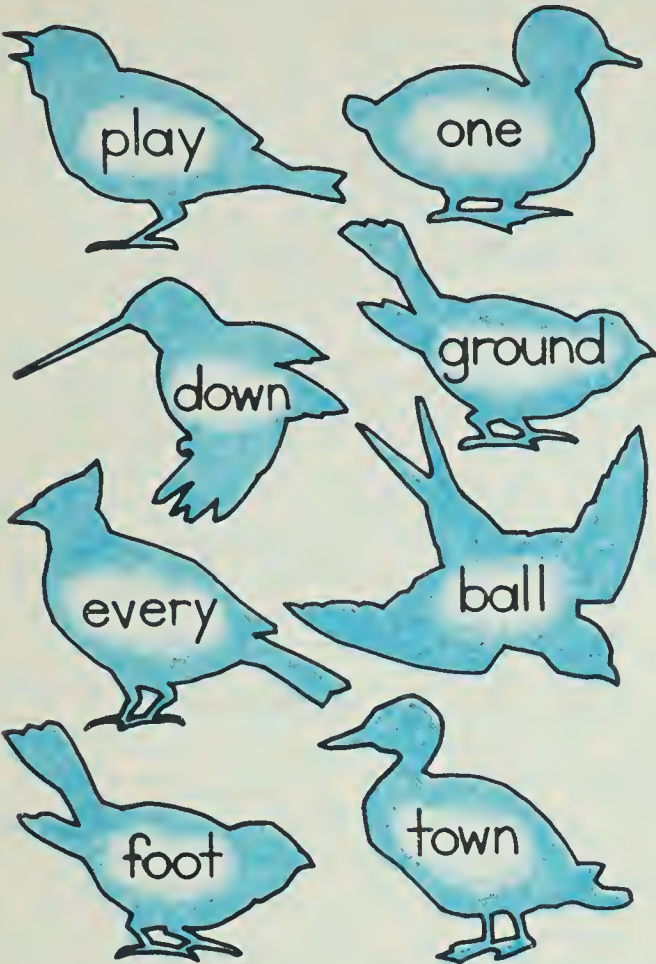
- 1. A Beautiful Tail
- 2. Mr. Peacock
- 3. The Birds

The little blue bird sat in the tree. She was singing because she was happy. She had a pretty nest. In the nest were two white eggs.

- 1. The Happy Bird
- 2. The Tree
- 3. Two Eggs

Comprehension: Main Idea. — Read each story. Underline the best title for the story.

My name is



Mrs. Owl looked at

They went

today.

Let's go to the

Do peacocks play

_____?

Structural Analysis: Compound Words / Word Recognition. — Put the words together to make compound words and print them on the lines. Then use the words to complete the sentences.

My name is

er

ly

y

1. Mrs. Owl went slow_____ home again.

2. I couldn't sleep because the bed was lump_____.

3. Curt is a good football play_____.

4. Those candies are very stick_____.

5. We saw the flash_____ on top of the police car.

6. Jan near_____ missed the bus this morning.

7. The bird children smiled bright_____ at Mrs. Owl.

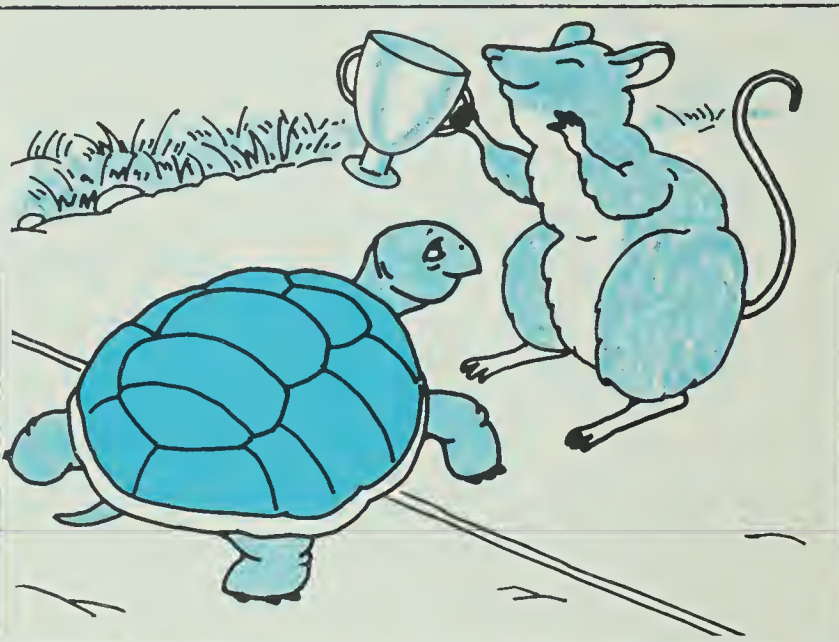
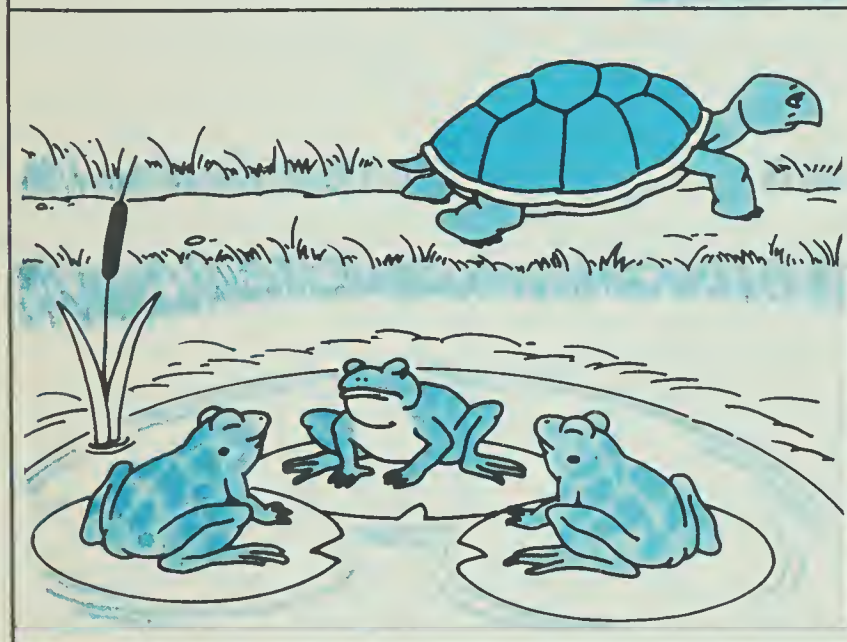
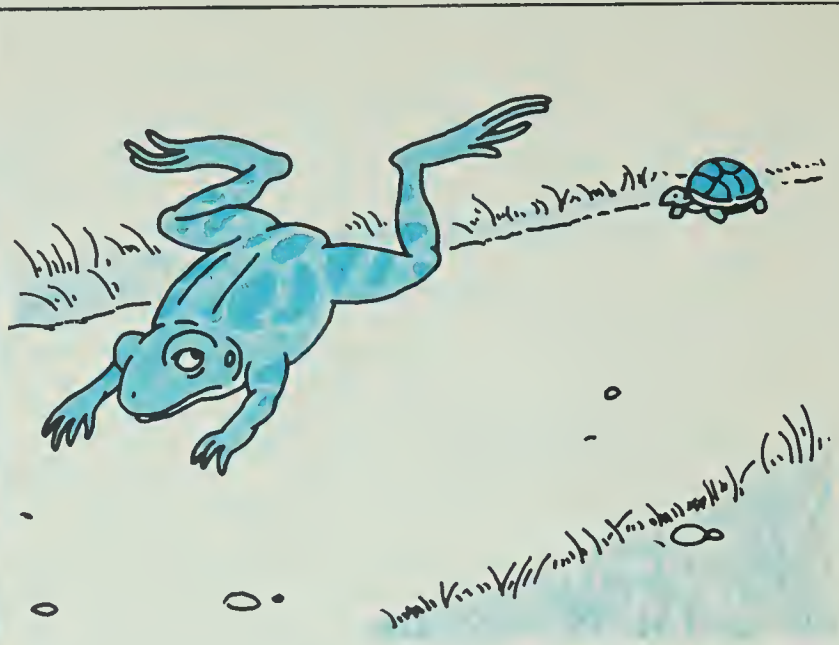
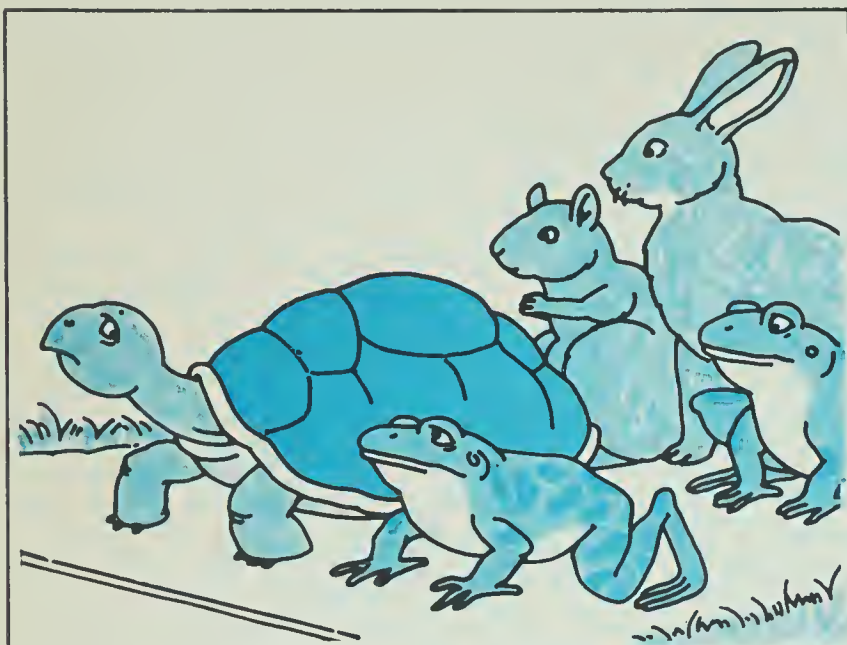
Structural Analysis: Suffixes. — Add *er*, *ly*, or *y* to the unfinished word in each sentence. Check the word to make sure that it is right for the sentence.

My name is _____

1. There _____ many animals.	were was
2. The peacock _____ pretty.	was were
3. The boys _____ in school.	was were
4. Jan and Pat _____ playing ball.	was were
5. They _____ running.	was were
6. Where _____ you?	was were
7. Mrs. Owl _____ looking at the birds.	was were

Language Development. — Choose the correct word to complete each sentence. Print the word on the line.

My name is _____



- ☐ Then the frog stopped off to sing and play with his friends.
- ☐ A frog and a tortoise wanted to have a race.
- ☐ So the tortoise won the race.
- ☐ The frog jumped so fast that the tortoise could not keep up.

Comprehension: Sequence. — Look at the story told in the pictures. Then number the sentences 1, 2, 3, 4 so that they tell the story too.

My name is

The tortoise and the frog like to play together. They splash in the water all day. They look for things to eat together.

The frog and the tortoise live in the woods.

The frog and the tortoise are friends.

The elephant liked to tell the other animals in the woods what to do. "Don't play in the water all day, Frog," he said. "Get out of my way, Tortoise!" he cried loudly.

The elephant is bossy.

The elephant likes all the animals in the woods.

The elephant mother loves her little baby. She finds good things for him to eat. She washes him in the lake.

The elephant plays with her baby.

The elephant is a good mother.

Comprehension: Making Inferences. — Read each story. Then underline the sentence below that tells something true about the story.

My name is _____

ed ing

1. The wolf _____ at the door. arrive

2. Mother Goat _____ her kids. hug

3. The tortoise was only _____. joke

4. The elephant is _____ fast. run

5. The wolf _____ a kid. drop

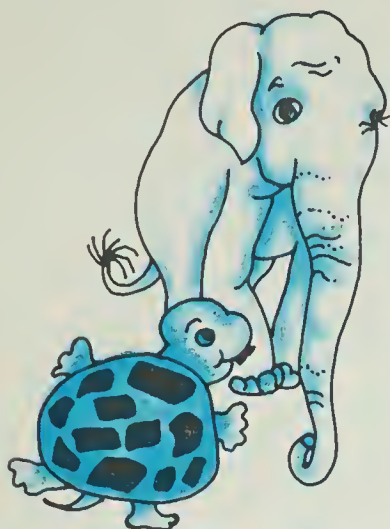
6. Mrs. Owl _____ the birds. examine

7. The wolf was _____ under a tree. sit

8. They're _____ the toys here. leave

Structural Analysis: Verb Forms with *ed*, *ing*. — Add *ed* or *ing* to the word after each sentence to make it right for the sentence. Then print the word and the correct ending on the line.

My name is



Is the elephant taller?

Is the tortoise stronger?



Is a jet faster than a bike?

Is a bike slower than a car?



Is the snake the longest?

Is the frog the smallest?



Are you the oldest in the class?

Structural Analysis: Suffixes *er* (comparison), *est*. — Read each question. Print "Yes" or "No" on the line to answer each question.

My name is

1. The tortoise asked, "What kind of animal are you?"

2. The elephant shouted _____ I have won the race _____

3. Curt said _____ Let's watch the race _____

4. The owl asked _____ Are you ready for school _____

5. Jan laughed _____ What a funny race _____

6. The birds said _____ It's a beautiful day _____

7. The tortoise thought _____ I will win _____

8. The frog said _____

Language Development. — Read the first sentence and look at the punctuation marks carefully. Then put in all the punctuation marks in the other sentences. Finish the last sentence and put in the punctuation marks.

My name is _____

The Tortoise and the Elephant

- ☐ The tortoise said she could run faster than the elephant.
 - ☐ The tortoise said she could jump over the elephant.
 - ☐ The elephant was tricked into thinking the tortoise had won the race.
 - ☐ The tortoise tricked the elephant into thinking she had jumped over him.
-

The Wolf and the Seven Kids

- ☐ The wolf wanted to get into the house but the kids wouldn't let him.
 - ☐ Mother Goat came back and saved her kids.
 - ☐ The wolf tricked the kids and ate them.
 - ☐ Mother Goat went to get some food and her kids stayed in the house.
-

Comprehension: Sequence. — Read the sentences. Then number them 1, 2, 3, and 4 as they happened in the story.

My name is

Mother Goat was going to get food for her kids.
She said she would get them something very good.

What do you think the kids said when Mother Goat came home?

"When you were away we played football."
"What did you bring us, Mommy?"



The wolf wanted to trick the kids. He went to the door of their house. The kids said, "Who is it?"

What do you think the wolf said?

"I am your mother."
"I am the wolf."



A little girl was playing in the woods. She saw a pretty house with toys in it. "Don't go in there, little girl," said a bird. "The wolf lives there."

What do you think the little girl said?

"I'm going in to play with the toys."
"Thank you for helping me, little bird."



Comprehension: Making Inferences. — Read each story. Then underline the sentence that answers the question.

My name is

car

core

bird

fur

fern

work

1. Jan came in f____st in the bicycle race.

2. Mother Goat put on h____ hat and went out.

3. The wolf st____ted to creep to the door.

4. The last w____d the wolf said was "help."

5. Many animals live in the f____est.

6. The wolf thought the kids had t____ned to stone.

7. A t____tle is sometimes called a t____toise.

Phonemic Analysis of Vowels Controlled by *r*/Word Recognition. — Print *ar*, *or*, *ir*, *ur*, or *er* on the line to complete the word in each sentence. Make sure the word you make belongs in the sentence.

My name is _____

1. A duck can _____.	swim swing
2. My pet _____ is long and green.	snake smack
3. Can you _____ this flower?	spell smell
4. Let's see you _____.	smile spine
5. Just hear him _____!	spoke snore
6. Candies are _____.	sweet spent
7. He rode in a _____ ship.	snail space

Phonemic Analysis of Consonant Clusters with s /Word.Recognition. — Choose the right word to complete each sentence. Print it on the line.

My name is

1. birds singing are The.

2. playing The outside little are goats.

3. door wolf to big comes A the.

4. the tricky Where wolf is?

Language Development. — Print the words in each sentence in correct order on the lines. Make sure each sentence begins with a capital letter. End the sentence with the punctuation given.

My name is _____

Spring	Summer	Fall	Winter
			
			

Comprehension: Classifying. — Write the right season in each box.

My name is

Contents

Spring Comes	1
Summer Fun	4
In the Fall	8
Winter is Here	10
Around the Seasons	12
Why Are There Four Seasons?	15

1. What is the page for "In the Fall"?
2. What page has a story about the spring?
3. Where could you find a story about why there are seasons?
4. What story is on page 12?

Comprehension: Using the Contents Page. — Read the names of the stories and the page numbers. Then answer the questions.

My name is

1. What do winds do in the spring?

bl

2. What do plants do in summer?

gr

3. What does a brook do?

fl

4. What do we get in winter?

sn

5. What bird is black?

cr

6. What do we do to grass?

m

7. What do lights do?

gl

8. What do we see on TV?

sh

Phonemic Analysis of *ow*. — Add *ow* to the letters after each sentence to find the answer to the question.

My name is

In spring birds sing because summer is coming soon.

I sat beside my sister on the bus.

I can easily carry all the presents in this basket.

The small tortoise isn't in the house.

Please see that Sam gets these toys.



--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--



--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Carry the cream cake carefully to the principal's table.

In the city the police race after speeding cars.

That's a fantastic story about a magic peacock.

Clowns came to the castle to dance for the prince.

The cat can't catch all the mice in that cold place.



--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--



--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Phonemic Analysis of *s*, *c*. — Read the sentences at the top of the page. Circle in red every *s* that makes the same sound as in *sit*. Circle in blue every *s* that makes the same sound as in *busy*. For each red circle, put a line through the *sss* car's square. For every blue circle, put a line through the *zzz* car's square. Do the same at the bottom, using orange and green circles.

My name is

Curt is playing ball.

Jan is running in a race.

The girls ran home.

The boys ran home.

The books were in the box.

The toys were in the box.

Language Development. — Join the two sentences in each pair using the word *and*. Print the new sentence on the lines. Some words will be left out when the second and third sentences are formed.

My name is _____

Who or What?	Did What?
--------------	-----------

Alexander .	• ran after Mr. Mugs when he took the football.
Mr. Mugs .	• wanted to play football with the children.
Pat, Jan, and their friends .	• wanted to go to school.
<hr/>	
Mr. Peacock .	• had a race to see who was faster.
The tortoise and the elephant .	• wanted to eat the seven kids.
The wolf .	• had a beautiful tail.

Comprehension: Recalling Details. — Match the sentence parts correctly by drawing lines to join them.

My name is

sm + ar + t

sw + ir + l

sp + or + t

sp + ur + t

sn + ar + l

B + er + t

1. That girl is very

2. See the water

out of the tap.

3. Did you hear that dog

?

4. The boy's name is

5. Is football a fall

?

Phonemic Analysis of Consonant Clusters with *s*, of Vowels Controlled by *r*/Word Recognition. — Put the word parts together to make words. Use five of the words to complete the sentences below. Print each word on the line.

My name is _____

people

eyes

season

together

minute

wolf

answer

1. Janey has blue _____.

2. How many _____ were at the game?

3. I'll be with you in a _____.

4. Pat and Curt walk home _____.

5. What is the _____ to the riddle?

6. Who's afraid of the big bad _____?

7. Winter is the coldest _____.

Spelling /Word Recognition. — Read each word in the box and notice how it is spelled. Then read each sentence and think which word belongs in it. Print the word on the line.

My name is

We play ●

● ran to the tree.

The elephant ●

● Mugs grabbed it.

Mrs. Owl went ●

● games in the fall.

Alexander liked ●

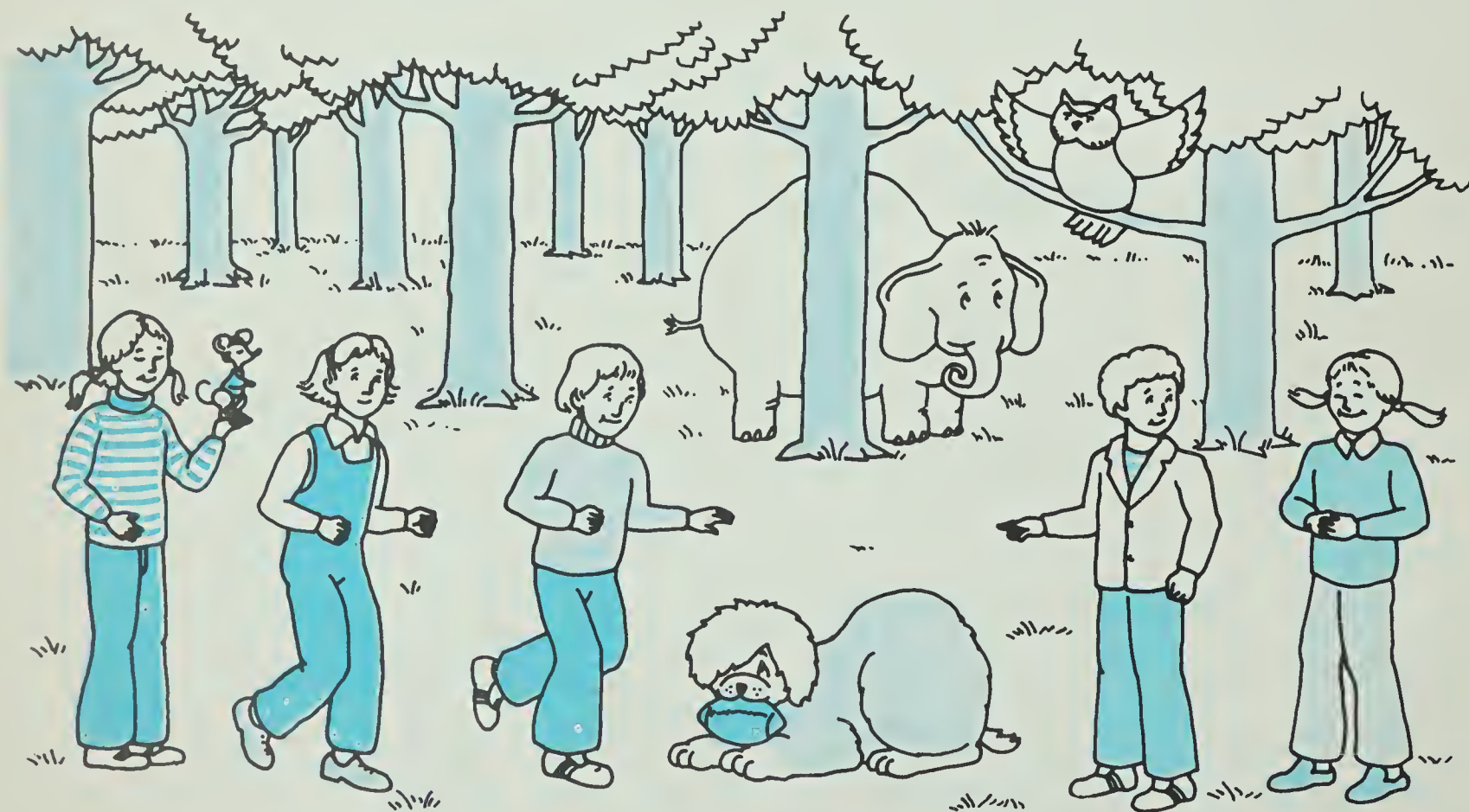
● there are long streets.

In the city, ●

● to school.

When Jan kicked the ball, ●

● the yellow bus.



Language Development. — Join the sentence parts. Draw a line from a dot on the left to another dot on the right. On a separate piece of paper, print the sentences you have formed.

My name is

The family had fun when the lights were out. Curt, Jan, Mommy, and Daddy told a ghost story. The family sang songs. Everyone made pictures on the wall.

Curt and Jan couldn't watch TV. The lights in Curt's room were on. Mommy had some candles. Jan wanted hot dogs for supper.

It was a bad thunderstorm. There were many flashes of lightning. Loud thunder rumbled again and again across the sky. The trees whipped back and forth in the wind.

Mr. Mugs did not like the storm. Mr. Mugs did not like loud thunder. Mr. Mugs did not like it when the lights went out. Mr. Mugs hid behind the couch.

Comprehension: Main Idea. — Read each group of sentences. Then underline the first sentence if it tells about all the other sentences.

My name is _____

1. Mr. Mugs was hiding behind the couch.

Mr. Mugs was eating the couch.

Mr. Mugs was sitting on the couch.

2. A loud crash of thunder rumbled in the dark.

A flash of lightning lit up the sky.

Some thunder fell down out of the sky.

3. A donkey jumped out of the book.

Curt made a rabbit picture on the wall.

Jan made a kangaroo.

4. The family told ghost stories in the dark.

The family had fun singing in the dark.

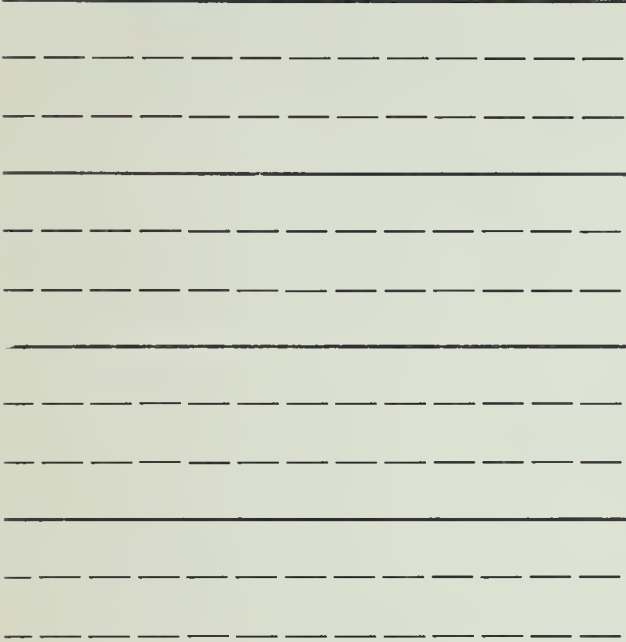
The family could play cards in the dark.

5. The lightning knocked down trees.

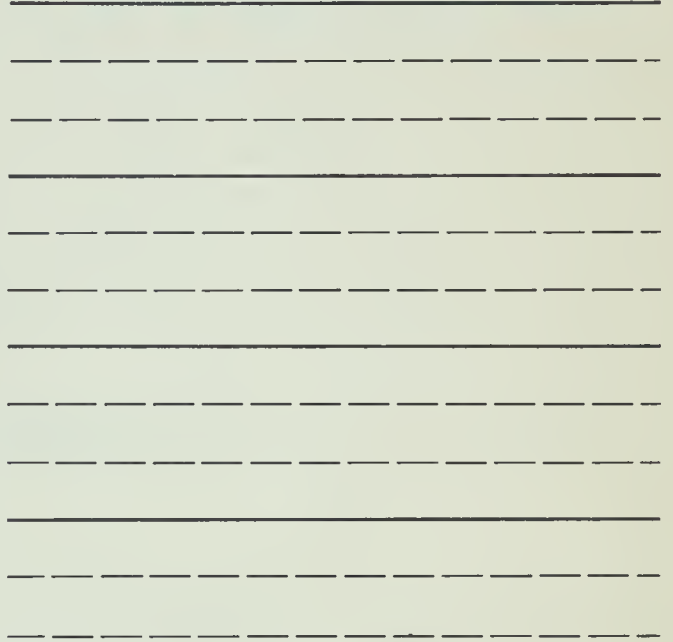
Thunder pushed over a house.

Hydro poles were knocked down by the lightning.

Comprehension: Discriminating. — Read each group of three sentences. Underline the sentence that could not really happen.

[illegible]

cut

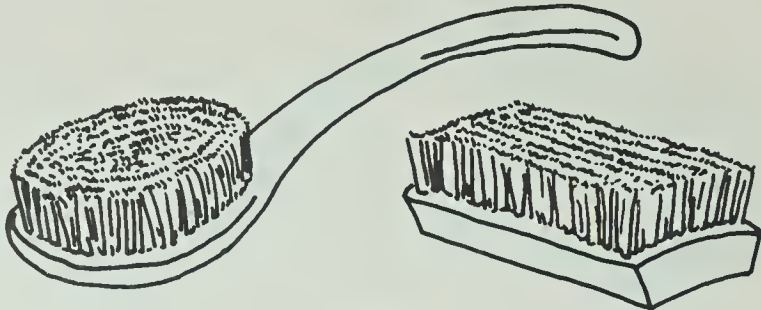


77

My name is _____



card _____



brush _____

1. Flash _____ of lightning lit up the sky.

2. Suddenly all the light _____ went out.

3. There are two couch _____ in the living room.

4. Mr. Mugs didn't like the crash _____ of thunder.

5. Do you like thunder storm _____ ?

6. Put the glass _____ in the kitchen.

Structural Analysis: Plural Forms with *s* and *es*. — Add an *s* to the word *card* at the top of the page. Add *es* to the word *brush*. Then add *s* or *es* to the unfinished words in the sentences.

My name is

Mr. Mugs was

Where is

Curt went

Just then

Later that night

Language Development. — Finish each sentence on the lines. Remember to end each one with a punctuation mark. Look in your reader for the words you need.

My name is

1. Who was afraid of the storm?

Grandfather

Tommy

Mommy

2. What did Tommy buy at the store?

toys

sandwiches

candies

3. What did Tommy's grandfather blow up?

bag

balloon

thunder

4. What did Tommy do when Grandfather banged the bag?

cry

jump

play

5. What did Tommy's grandfather say that thunder is?

shoes

sparks

noise

6. What is lightning?

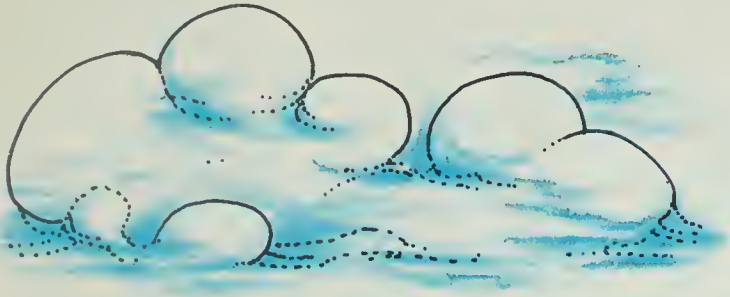
electricity

noise

air

Comprehension: Recalling Details. — Underline the right answer to each question.

My name is



down

flowers



sounds

clouds

now

loud

1. Dark

filled the sky.

2. Hydro poles were knocked

3. A

crash made him jump.

4. The storm is over

Phonemic Analysis of *ou*, *ow*/Word Recognition. — Put the words with *ou* under the clouds and those with *ow* under the owl. Then use some of these words to complete the sentences below.

My name is _____

1. Tommy _____ some candies.	saw seen
2. The children _____ lightning.	seen saw
3. Pat had _____ the clowns.	seen saw
4. Curt and Jan _____ clouds.	seen saw
5. Tommy _____ black clouds too.	saw seen
6. They have _____ many cars.	saw seen
7. We _____ the new school.	seen saw

Language Development. — Choose the better word to finish each sentence. Print the word on the line.

My name is

A little girl had a dream about being a cloud. Another time she dreamed about being a dog. The little girl had many adventures in her dreams.

1. The Cloud
2. Flying
3. The Little Girl's Dreams

Tommy went to the candy store. He looked and he looked at all the candies. He did not know which ones to pick. At last Tommy asked for some caramels.

1. Tommy at the Candy Store
2. Caramels
3. Bubblegum Is Good

I like the tree in my yard. Its branches go up so high. Birds make nests in this tree. In the fall the tree is very pretty.

1. A Bird Nest
2. In the Fall
3. The Tree

Comprehension: Main Idea. — Read each story. Underline the best title for the story.

My name is _____

ng		nk		nt		nd	
							
swi		si		elepha			
							
frie		stro		te			
							
ba		fi		wi			

Phonemic Analysis of Final Consonant Clusters *ng, nk, nt, nd*. — Add one of the consonant clusters at the top of the page to the letters under each picture.

My name is _____

they are _____

I had _____

there is _____

he would _____

we've _____

they'd _____

1. _____ like this book.	You'd You've
2. _____ been shopping for shoes.	I'm I've
3. _____ seen us leave the house.	She'd She'll

Structural Analysis: Contractions /Word Recognition. — Print the short form of the words at the top of the page. Then print the long form of the two contractions. Choose the correct contraction to complete each sentence and print it on the line.

My name is _____

1. We think about all the things we'd like to be _____

2. Who would want to be a bird _____

3. _____ I'd like to be a bus driver _____ said Alexander _____

4. Where is the candle _____

5. _____ The storm is over _____ said Grandpa _____

6. The bird can flutter its wings _____

7. Sometimes I'd like to _____

Language Development. — Read the sentences carefully. Then put in all the punctuation marks. Finish the last sentence. Put the punctuation mark at the end.

My name is

One day I saw seven big black crows. They were sitting in a tree. Two crows flew away high into the sky. Then two crows flew down into the yard to find something to eat. Next two crows flew to the water to get a drink. The last crow flew down and sat right on my head!

What the Crows Did

Crows and Trees

One day Jan went to the zoo to look at the birds. She saw a peacock with a colorful tail. There were many other beautiful birds. The birds had trees to make nests in and lots to eat and drink. One bird was splashing around taking a bath. Many of the birds were singing beautiful songs.

The Peacock

The Birds at the Zoo

Comprehension: Main Idea. — Read each story and the titles below. Choose the title that tells what the whole story is about. Print it on the line above the story.

My name is _____

1. The crow needs water.

The crow sees water.

The crow must have water.

2. There was lots of water in the pitcher.

There was a bit of water in the pitcher.

There was a little water left in the pitcher.

3. The crow thought, "I know what to do."

The crow knew what to do.

The crow thought about what he should do.

4. The crow got a cold drink of water.

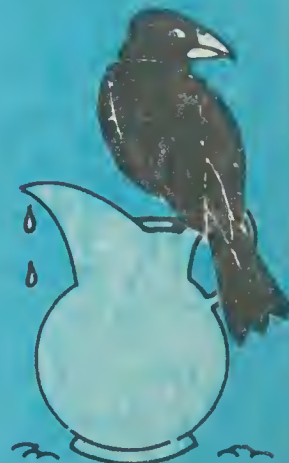
The crow wanted some water.

The crow had some cold water to drink.

5. The crow put stones into the water.

The water in the pitcher came up little by little.

One by one the crow dropped stones into the pitcher of water.



Comprehension: Recognizing Sentence Meaning. — Read the sentences in each group. Then underline the two sentences that mean the same thing.

My name is _____

1. This is the _____ pitcher.	crow crow's
2. Here are some _____.	stones stone's
3. These are _____ shoes.	Tom Tom's
4. This is _____ car.	Mommy Mommy's
5. Here are _____ candies.	Curt Curt's
6. _____ have big ears.	Rabbits Rabbit's
7. This is _____ picture.	Jan Jan's

Structural Analysis: Possessive Forms with 's. — Choose the word that belongs in each sentence and print it on the line.

My name is

ran home

cold water

looked out

Mr. Mugs

a bird

Language Development. — Finish each sentence on the lines. Remember to begin with a capital letter and end with a punctuation mark. Look in your reader for the words you need.

My name is _____

A big old tortoise was walking through the jungle. He had his house on his back. All at once it began to rain.

What do you think the tortoise did?

☐

He sat and cried.

☐

He pulled his legs and head into his house.

☐

He played ball in the rain.

An elephant was looking for her baby in the jungle. She heard someone calling "Help! Help!" She ran over to see if it was her baby. But she saw a baby monkey who was afraid to climb out of a big tree.

What do you think the elephant did?

☐

She was frightened and ran away.

☐

She ate some peanuts.

☐

She helped the baby monkey down to the ground with her long trunk.

Comprehension: Making Inferences. — Read each story. Then put an X by the sentence that tells what would happen next.

My name is

1. How are parrots and hens alike?

They are birds.

They make clucking noises.

They sit in trees.



2. How are lions like tigers?

They are large jungle cats.

They have stripes.

They have big manes.



3. How are jungles and woods alike?

There are trees in both of them.

There are no houses in woods.

There are parades in jungles.

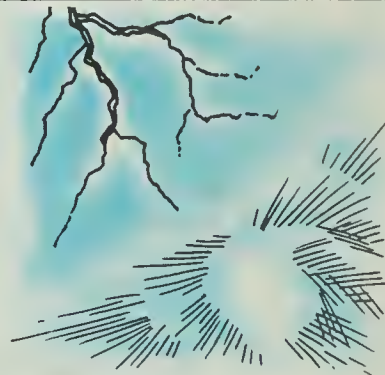


4. How are thunder and lightning alike?

They are both yellow.

They both happen in a storm.

They can be seen.

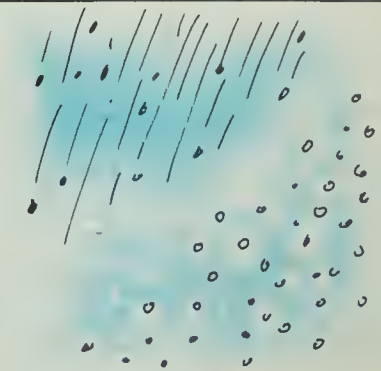


5. How are rain and snow alike?

They are so funny.

They both fall from the sky.

They happen in the summer.



Comprehension: Making Inferences. — Read each sentence. Underline the sentence if it tells how the two people or things are alike.

My name is _____

worker longer strongest sadly greedy peaceful

1. She glided _____ over the lake.	silent ful ly
2. Be _____ ! Don't drop it.	care ful est
3. The _____ knows many songs.	sing ful er
4. The hens made the _____ noises.	loud y est
5. Lions look _____ than donkeys.	proud er ly
6. The _____ tortoise went home.	sleepy ful y

Structural Analysis: Suffixes. — After each sentence, read the word and the two endings. Add one of the endings to the word. Print the word with the ending on the line.

My name is _____

1. The animals _____ running.	is are
2. A big bird _____ singing loudly.	is are
3. Here _____ two little rabbits.	is are
4. Where _____ the kangaroos?	are is
5. Curt _____ reading.	are is
6. Jan, Curt, and Pat _____ happy.	are is
7. The toys _____ new.	are is

Language Development. — Choose the better word to finish each sentence. Print the word on the line.

My name is

The Big, Big Parade in the Green, Green Jungle

- ☐ Then came the flocks of hens and roosters.
 - ☐ All the animals went to see the swan princess, and then they had a feast.
 - ☐ The King Lion's family was first in the big parade.
 - ☐ After came the tortoises, elephants, kangaroos, and the donkey.
-

Rumplestiltskin

- ☐ The little man wanted the queen's baby.
 - ☐ When she guessed his name, he ran away and was never seen again.
 - ☐ The queen had to try to guess the little man's name.
 - ☐ The odd little man helped the girl by spinning straw into gold.
-

Comprehension: Sequence. — Read the sentences. Then number them 1, 2, 3, and 4 as they happened in the story.

My name is _____

1. A father boasted that his daughter could spin straw into gold.

A man's daughter could spin straw into gold.

2. A king could cut off a giant's head.

A king could cut off a girl's head.

3. A girl kicked some straw with her foot.

Some straw kicked a girl.

4. A girl could make a frog into a king.

A king could make a girl his queen.

5. A new baby could open its gifts.

People could send gifts for a new baby.

6. The queen did not know the little man's name.

The queen knew the names of everyone in the world.

7. A witch told the queen the little man's name.

The queen guessed the little man's name.

Comprehension: Discriminating. — Underline the sentence in each pair that tells what could really happen.

My name is



_____ub

1. Dad put _____eens on the windows today.

2. We found the owner of the _____ay cat.

3. An elephant is big and _____ong.

4. There isn't a _____ap of cake left.

5. I thought I heard a terrible _____eam.

6. Put some _____ing around that box.

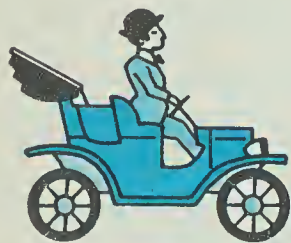
Phonemic Analysis of Consonant Clusters *scr*, *str* / Word Recognition. — Put *scr* or *str* in front of the letters to name each picture. Then print *scr* or *str* in front of the letters in each sentence to make a word that belongs in the sentence.

My name is _____

What are they doing?



1. She is _____ skate



2. He is _____ a car. drive



3. They are _____ tops. spin

What happened?



4. He _____ the glass. drop



5. She _____ the cheese. slice



6. She _____ and fell. trip

Structural Analysis: Verb Forms with *ed*, *ing*. — Add *ed* or *ing* to the word after each sentence. Print the word on the line. Remember that a final *e* is dropped or a final consonant is doubled when adding *ed* or *ing*.

My name is

1. The girl's father went to see the king

2. Bring me some gold at once

3. The king danced with joy

4. Please don't take my baby

5. No, no, no

6. Here comes a giant witch

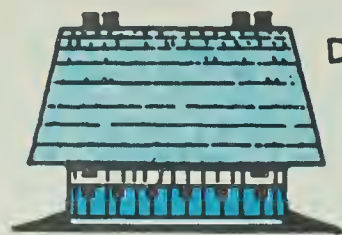
7. The girl saw a pile of straw

8. The queen was getting the baby ready for bed and

the king was reading a book

Language Development. — Read the sentences carefully. Put a period or an exclamation point after each one.

My name is



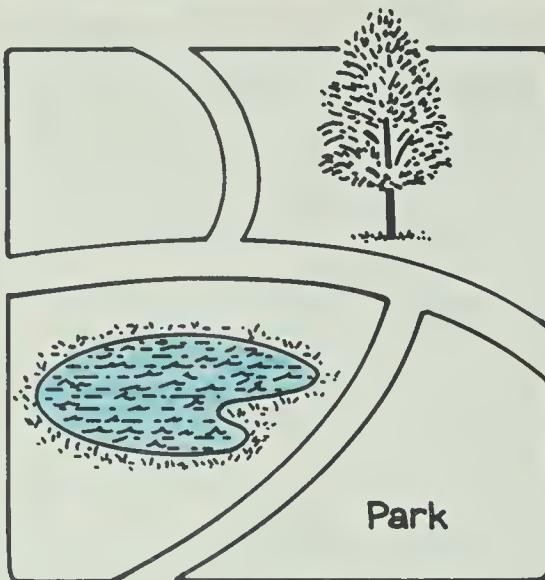
Dairy



School



Candy Store



Park



Mr. Brown's House



Mr.
Green's
House

1. Draw a red line to show how Mr. Brown gets to work at the candy store.
2. Draw a green line to show how Mr. Green gets to work at the dairy.
3. Make an X by the lake where Mr. Green and Mr. Brown meet for lunch.
4. Draw a circle on the school.
5. Draw a blue line to show how Mr. Green's boy gets to school.

Comprehension: Following Directions. — Do what each sentence tells you.

My name is _____

1. Some hats are made of _____.	claw straw
2. Do you like to _____ TV?	watch water
3. Curt is growing very _____.	tall ball
4. Let's _____ pictures of people.	saw draw
5. A _____ is a beautiful bird.	want swan
6. I'd like to _____ to you.	talk small
7. The snow is starting to _____.	jaw thaw

Phonemic Analysis of *aw, al, all, wa* /Word Recognition. — Choose the words that belong in the sentences and print them on the lines.

My name is

car more first churn her work learn

ar 1. Sp_____ks were flying up from the fire.

or 2. The baby was b_____n in the palace.

ir 3. Was the baby a boy or a g_____l?

ur 4. The car t_____ned left on the green light.

er 5. There wasn't a p_____son in sight.

or 6. Where in the w_____ld did you get that hat?

ear 7. I h_____d the birds singing in the trees.

ir 8. The spinning wheel made a wh_____ring sound.

Phonemic Analysis of Vowels Controlled by *r*. — Read the words at the top of the page. Notice the underlined letters and the sounds they stand for. Then look at the letters in front of each sentence. Print them on the line to make a word that belongs in the sentence.

My name is

1. likes fishing Tommy.

2. worker The boots big has.

3. Which do picture best like you ?

4. children plane are The watching the.

Language Development. — Put the words in each sentence in correct order. Print the sentence on the lines. Put a punctuation mark after each sentence.

My name is _____

Who or What?	Did What?
--------------	-----------

Mrs. Cobb ●	● it was Mrs. Cobb's birthday.
-------------	--------------------------------

Danny ●	● gave a pair of gloves for Mrs. Cobb's birthday.
---------	---

Mrs. Brown ●	● lived all alone.
--------------	--------------------

One day ●	● went to see Mrs. Cobb every day.
-----------	------------------------------------

Mr. Jones ●	● gave Mrs. Cobb big brown eggs.
-------------	----------------------------------

Danny ●	● did not find a beetle to give to Mrs. Cobb.
---------	---

Farmer Pike ●	● came to Mrs. Cobb's birthday tea.
---------------	-------------------------------------

All the neighbors ●	● wanted to give Mrs. Cobb some flowers.
---------------------	--

Comprehension: Recalling Details. — Complete each sentence. Draw a line from the sentence beginning to the right sentence ending.

My name is

One day Curt went out to find a black beetle to take to school. He took a jam jar along to hold the beetle. Mr. Mugs went with him.

Curt saw a beetle under a tree. He tried to get the beetle, but Mr. Mugs made a noise and tried to jump on the beetle. The beetle ran away.

"Mr. Mugs, you're no help at all," laughed Curt.

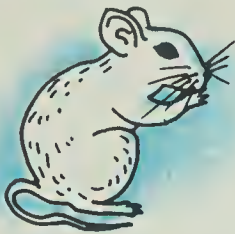
The next day Curt went out beetle hunting again. This time he left Mr. Mugs at home.

- ☐ Mr. Mugs tried to jump on the beetle.
- ☐ Curt and Mr. Mugs went beetle hunting.
- ☐ Curt went beetle hunting without Mr. Mugs.
- ☐ Curt saw a beetle under a tree.



Comprehension: Sequence. — Read the story. Then number the sentences below 1, 2, 3, and 4 in the right order.

My name is _____



mouse



cow



snow



cook



rooster

ow 1. These grow in the garden. fl_____ers

oo 2. It's an animal that hops. kangar_____

ou 3. These float in the sky. cl_____ds

oo 4. You say this when you leave. g_____d-by

ow 5. This lets light into the house. wind_____

ow 6. These funny people make us laugh. cl_____ns

oo 7. This is at the end of your leg. f_____t

Phonemic Analysis of *ow*, *ou*, *oo* / Word Meaning. — Use the letters in front of each sentence to make the word that the sentence tells about. Print the letters on the line.

My name is

hunt crow jar

least gloves dig

egg use idea

smoke plane money forest

rich next yarn alone wool

Language Development. — Print the words in each section in alphabetical order on the lines.

My name is _____



Comprehension: Sequence. — Put the pictures for each of the three stories in correct order. Put number 1, 2, or 3 in each box.

My name is

1. All the lights went out because

it was snowing outside.

the storm had knocked down the
hydro poles.

Mr. Mugs was afraid.

2. The crow could get water from the
pitcher because

he was looking for cold water.

the pitcher was very deep.

he dropped stones into the pitcher to
make the water come up.

3. Rumpelstiltskin could spin the straw to
gold because

he could do magical things.

he was very odd and little.

the queen could not guess his name.

Comprehension: Cause and Effect. — Read each sentence. Underline group of words which best completes the sentence.

My name is



kitchen

shoes

money

jungle

pitcher

store



queen

beetle

fisherman

firefighter

rabbit

swan

Paul

lion



Word Meanings. — At the top of the page, print the words that name things under the picture of the table. Print the words that name places under the picture of the cabin. At the bottom, print the words that name people under the picture of people. Print the words that name living creatures under the animal picture.

My name is _____

once	noise	parade	lightning
knew	world	o'clock	

1. Please take this to Grandma at _____.

2. Thunder makes a lot of _____.

3. The _____ flashes were bright.

4. I _____ you would catch that fast ball.

5. My dog is the best in the _____.

6. Danny marched in the scout _____.

7. Pat met Curt at two _____.

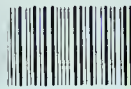
Spelling/Word Recognition. — Read each word in the box and notice how it is spelled. Then read each sentence and decide which word belongs in it. Print the word on the line. See how many you can do without looking at the words in the box again.

My name is

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STARTING POINTS IN LANGUAGE ARTS/

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Mrs. Brown had some gloves.

Mr. Jones had some flowers.

The king liked gold.

The queen liked gold.

Mr. Mugs ran home.

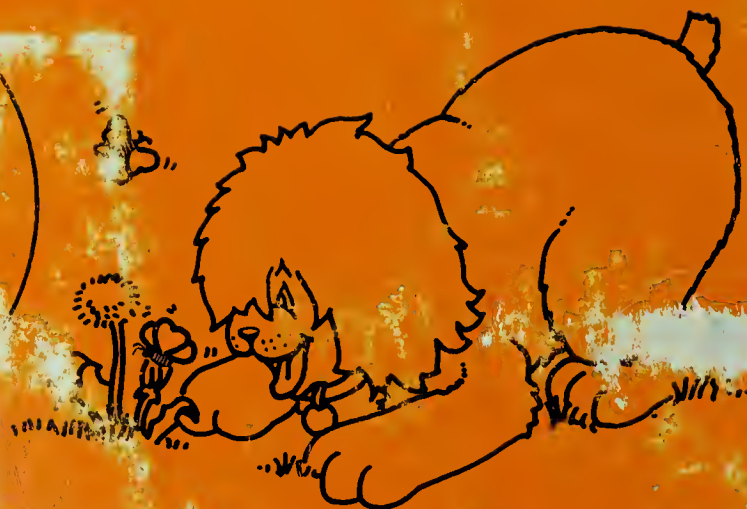
Mr. Mugs played in the back yard.

Language Development. — Read each pair of sentences. Join the sentences with the word *and*. Print the new sentence on the lines. Not all of the words will be used to form the second and third sentences.

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Level 4

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